DOCUMENT RESUME

ED 179 068 EC 122 178

AUTHOR	Anderson, Stephen C.: And Others
TITLE	[Innovative Services: The Use of Parent Aides in Child Protective Services]. Module 6. Training.
INSTITUTION	Texas Univ., Austin. School of Social Work.
PUB DATE	79
NOTE	63p.: For related information, see EC 122 172-179
AVAILABLE FROM	Resource Center on Child Abuse and Neglect, 2609 University, SWB 314, Austin, TX 78712 ($25.00 for printed materials only, $100.00 for entire package that includes printed and audio visual materials)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Child Abuse: Family Counseling: Family Problems: Inservice Education: *Neglected Children: *Paraprofessional Personnel: *Parent Education: Parent Participation: *Parent Workshops: *Volunteers

ABSTRACT

Module 6 of a seven module package for child protective service workers considers volunteer training programs for parent aide programs serving abused and neglected children and their families. Seven activities lead to the following outcomes: (1) determination of outcomes for initial training: (2) adaptation of training activities from other programs: (3) development of a workshop schedule; and (4) development of an inservice strategy for staff. Included are directions for using the media package and questions for discussion. (SBH)

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Module 6

Training

Developed by

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Acknowledgements

We wish to convey our deeply-felt appreciation to all of the employees of the Texas Department of Human Resources who served on the Volunteer Curriculum Task Force in an advisory capacity and those who reviewed and critiqued these curriculum materials.

The willingness of the staff of the Travis County Lay Therapy Program, Family Focus in Belton, Texas, and Family Outreach of Richardson-Plano, Inc. to share their time and energy greatly enriched these training materials. We extend our gratitude to these innovative programs and to their staffs.

SCA
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IP

Austin, 1979

Grant Information:

This project was supported through funds made available under Title XX regulations for grants to educational institutions from the Texas Department of Human Resources.

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Training

"The training has been invaluable to me. It's helped me understand myself — why I volunteer; what I can offer the client, and The Department of Human Resources. I feel competent and excited about the program."

Volunteer

"Not only do our volunteers learn a lot, I learn a lot. My casework skills sharpen. The combination of theory and practical application is a very powerful learning device."

Caseworker/Volunteer Supervisor

Overview

These could be actual quotes. Volunteer training programs offer rich and challenging experiences for both the parent aide and the professional. The training program provides an opportunity to ask the questions "What are we really all about? What are we trying to do? How can we do it better?"

SCAN of Arkansas typically has many professionals from the Little Rock community who attend their training sessions — because they *are* so informative. Family Focus of Belton, Texas, has requested that 'outsiders' not attend training sessions (space was a problem and Family Focus wanted to encourage cohesiveness in the volunteer group). The ten Family Outreach Centers in Texas have had to deal with this issue, too, because good training programs draw people.

What makes a good training program? How does it move from the planning stages to actualization? This module will attempt to answer these questions.

Outcomes

At the end of this module you will have:

1. Determined outcomes for your initial training
2. Adapted the training activities of other programs to meet your needs
3. Developed a workshop schedule
4. Developed an inservice strategy for your own staff

Activities

1. Brainstorm
2. Confirmation
3. Organizing the Training
4. Activity Making and Critique
5. Scheduling
6. What About Me
7. Dessert

Brainstorm

"The prime task of the lay therapist is to establish a trust relationship with the parent. . . . the lay therapist strives to maintain a non-judgmental, non-punitive relationship with his/her parent with the end goal of enabling the parent to reach discipline alternatives to abuse and to achieve independence."

Travis County Lay Therapy

Discussion

The end goal of all efforts with abusive parents is to help them find nonabusive discipline alternatives and to help them to achieve independence. If the screening of volunteers is done carefully, the group which enters training will have many of the qualities which facilitate growth in others: warmth, acceptance, and stability. The training program will encourage these positive qualities and will provide skills and understanding to increase the effectiveness of the volunteers.

Before designing the training, you need to first decide upon the objectives of training. This exercise will help you to decide upon your objectives.

Directions

Do this activity as a group. On a chalkboard or large sheet of newsprint, begin two lists. One is titled "When working with abusive or neglectful families a person ought to know . . ." (information). The second one is "When working with abusive or neglectful families a person ought to be able to . . ." (skills).

Have two recorders — one for each list. Then begin brainstorming. At the end of five minutes stop.

As a group, look over your lists. Merge redundant items and star(*) the most crucial items in each category. This is a tentative list of training objectives. Move on to Activity 2.

Confirmation

"If we're doing and they're doing it must be good!"

Anonymous

Discussion

Your brainstormed list provides a tentative list of training objectives. This list needs to be refined and checked against other sources before finalizing the objectives.

First, check this list against your philosophy, since training objectives should reflect program philosophy. For example, some programs believe that clients will make positive changes in their lives after their self-concepts improve. These programs, therefore, want volunteers to have a better understanding of how people grow and, during training, stress non-interference with the client's decision-making process. Other programs expect their volunteers to actively work with the client to change certain client behavior, and stress training in behavior modification, shaping behavior, and contracting with clients. Does your list prepare volunteers to work consistently within your philosophy?

Second, these tentative objectives can be compared with the training priorities of established programs. Their training topics can provide a guide for your program.

Directions

1. As a group, read over your own philosophy and compare it to your objectives list. Add or eliminate items to make this list consistent with your philosophy.
2. Read the training topics from other programs. Make a note of the implied objectives within the topics. Modify your own list, if you desire.

Training Topics

Dynamics Of The Abusive Or Neglectful Parent

"An understanding of the reasons for abusive or neglectful behavior is important knowledge for the aide. Although we do not insist on knowledge deep enough to label them 'experts' on the subject, the aides will have to realize the implications of the dynamics of child abuse and of child neglect and when intervention can be most effective.

The SCAN treatment for families with an abuse problem involves a maturation process for the parent(s). This growth process, which may take as long as two years for some families, or six months for others, moves them through stages from dependency, to interdependency, to independence. The SCAN volunteer lay-therapists participate in this growth experience with their families. They really can 'walk through it all' with the parents, because of the amount of time they spend each week in the homes of their families . . . as well as the skills they have to change the poor self-images that many parents have."

SCAN of Arkansas

Protective Services Role

"It will be necessary for the aide to realize the role of protective services in cases of abuse or neglect for two reasons: (1) To understand procedures used in the agency with clients and, thereby, to be better able to relate to the client's feelings and reactions realistically, and (2) to facilitate positive staff-volunteer interaction."

Michigan State Department of
Social Services — Parent Aide Program

Team Spirit

During the course of our experiences with this project, it has become clear to us that a central, if not the critical aspect of the successful implementation of the parent aide concept, is the development and nurturance of a sense of team spirit, a warm mutuality among the parent aides themselves. Although, of course, it is necessary to have adequately-trained and supervised aides, it is our feeling that the approach itself and the

optimal functioning of the individual
friendship and companionship that
encouraged) during the course of the

Child De

This is excellent information for the
often been instinctive for her. Many abusive
their children. Armed with knowlege of
to better guide the parent to find alternatives

Agency Policy and

The aide should have a knowledge of the home agency's
organization. Any policies that would directly affect the aide should be included in the training.

Parent Aide Program Policy And Procedures

The requirements of, and procedures for, the parent aide
the aide is clear as to her obligations in terms of
the coordinator, contact with the client, etc.

Legal Aspects Of Child Abuse/Neglect

The aide should be familiar with relevant state statutes and their implications both to herself and to her client.

Michigan State Department of Social Services

Positive Approaches To Parenting

The more we supply the parent aide with conscious alternatives from which to select, the more we provide her with a strong foundation for dealing with the parent in a creative growing way. We know that the aide is an effective parent, but we want her to understand what she does that makes her effective. She may be unaware of some of the techniques she "naturally" uses in dealing with her own children.

Michigan State Department of Social Services — Parent Aide Program

Model for Effective Parent-Child Interaction

Aides must be able to model effective parent-child relationships without seeming condescending or didactic. They must be able to deal with exceptionally taxing children in a consistent and effective manner.

Alliance

Community Resources

One of the roles in which the aide can be of inestimable value is that of helping the client make use of community resources. To facilitate this, the aide will need knowledge concerning these resources.

Michigan State Department of Social Services — Parent Aide Program

Empathy

The next skill is that of being able to understand and to respond in a manner which shows the client that you are "feeling with" her (empathizing) and accepting her as a valuable person. It is important that all parent aides be trained in recognizing feelings, communicating acceptance of those feelings, and helping the parent become aware of her own feelings.

The parent aide must use these skills in a manner which feels most natural to her. Each parent aide will come into training with her own personal style, and she should not feel stilted or unnatural in her approach to the parent.

Another important empathy skill is being able to be honest, or "leveling," with the mother. In order to develop trust, there must be honesty. For the parent aide to be able to "own her own feelings" she must give a part of herself to the mother on a feeling/sharing basis. This frees the parent to search out her own feelings and the motivations for her behavior. Learning to interpret her feelings and how they produce certain behaviors, in a cause and effect relationship, will be one of the most helpful steps in the growth of the mother. We can hope that her growth will result in a healthier personality and better parent/child relationships.

Michigan State Department of Social
Services — Parent Aide Program

Self-Awareness

Parent aides should be aware of their own perceptions of child abuse and neglect and the feelings that contacts with abusive and neglectful families will arouse in them. Some of the common feelings are anger, repulsion, fear, superiority, and sympathy.

The most common, natural reaction to child abuse and neglect is anger at the parents, an emotion which must be recognized and dealt with before a trusting relationship can be established. Seeing unhealthy, dirty, malnourished children can stir up feelings of repulsion and disgust and create a strong desire to focus on the child's needs instead of the parents' needs. The parent aide's role, however, is to give the parent the support that is needed.

Child abuse is a physical act of violence, and parent aides would do well to come to grips with this fact and become comfortable with their own abilities to deal with people capable of such violence. Fears of going into a new situation, as in the initial home visit, should also be recognized. Fears of not being accepted and liked by their client family, and, therefore, being "unsuccessful," are also very real to new parent aides.

Michigan State Department of Social
Services — Parent Aide Program

Listening

One of the skills to be developed which will be invaluable in effective communication is listening. This is the first step in empathic interaction. Being an active listener, tuning in completely with full attention and focusing on the feelings underlying the content, is one of the highest compliments which can be paid to a friend. To the mistrustful mother,

this conveys the message that the listener thinks her feelings are important. Whether or not her behavior is acceptable, her feelings are recognized as valid and real. This is an important step in helping her develop a sense of personal worth.

Michigan State Department of Social Services — Parent Aide Program

Principles Of Casework, The Casework Process, And Case Recording

This session will focus on the elements of casework and the casework relationship. Ideas about understanding family strengths and weaknesses, setting and reaching goals, and how to help clients make changes can help parent aides in relating to their families. You will be introduced to record keeping and learning how to record what is happening in your case.

Family Outreach

Self-Assertion/Setting Limits

Aides must be able to honestly and effectively assert themselves, both with the family and other helping persons. Setting reasonable limits is extremely important. Aides must not allow themselves to tolerate behaviors or conditions for which they would normally set limits. It is often difficult for aides to reconcile showing their concern and saying "no."

Alliance

Confidentiality

While seemingly simple, the problem of confidentiality for parent aides is complex. Typically, aides will have more information about a family than any other individual involved. With whom do aides share that information? What information must they share? How do they explain the limits of their confidentiality to the families with whom they work? What kind of information need not be shared?

Alliance

Esta

In a multi-problem family, the
able to establish priorities with th
ning does not overwhelm both the
skills in separating out what they
their immediate needs.

Crisis Respon

Aides will be called upon to respond to family
cern what their response should be in terms of
must be able to respond without becoming
effectiveness. Additionally, it is import
crisis situation so that they will not jeop

Household Management

Aides will need skills in organizing and effectively running a
called upon to teach budgeting, cooking, shopping and
Aides will need skills in performing those
skills simply.

Communication Skills

The parent aide's first goal will be to establish a relationship with an isolated, lonely, mistrustful person. This would seem to be a monumental task, particularly since the client will likely be setting up many roadblocks to this relationship, such as testing, expecting rejection and criticism, and feeling unworthy of love or attention. There are some helpful skills which can be learned to make this formidable task much easier. These are the effective communication skills — learning to
relate on a feeling level. Normal communication

information exchanged. To go beyond this, to listen to the feelings behind the story and to respond to the feelings rather than the situation, lets the client know that you are genuinely hearing and interested in her, as well as what she is saying. Knowing one's own feelings (self-awareness) and then knowing how to relate openly and honestly to the feelings of another will draw the kinds of responses that break down the barriers.

Michigan State Department of Social
Services — Parent Aide Program

Attitudes

Because of the dynamics of the abusive or neglectful parent, the aides need to approach the relationship with attitudes that won't reinforce negative feelings these parents have concerning themselves as individuals and their abilities to function well as parents. The aide is there to meet the personal needs of the client and should approach the client with warm acceptance of her as a valuable individual. Non-judgmental and non-critical attitudes toward the client are necessary. The behaviors of abuse or neglect are unacceptable, not the person abusing or neglecting. The aide may very well find herself with a client whose standard of living values are far different from her own. An acceptance of differing life styles may be one of the most difficult attitudes to prepare for, but its necessity to forming a trusting relationship is paramount. In addition, an integral part of success is a positive regard for potential growth of the parent. The aide's belief in her client's ability to change will be a strong basis on which to form a relationship.

Michigan State Department of Social
Services — Parent Aide Program

Training Topic _____

Activity ideas

Training Topic _____

Activity Ideas

Training Topics We Will Include

Directions

Write your training topics here.

Organizing The Training

"In truth we talk only to ourselves; but sometimes we talk loud enough that others may hear us."

Kahlil Gibran

Discussion

A well organized training program (one in which concepts follow logically and activities build on previous activities) has a better chance of being 'heard' by participants.

You now have a list of possible training objectives for participants. You are now ready to answer three questions about your training design. They are:

1. Which training objectives should you try to achieve in the initial training?

Some of these topics might be more suited for inservice training (after the volunteers have begun working with families). Most programs schedule between 16-24 hours of initial training. It would not be possible to adequately present all 18 (or more!) topics during this time.

2. In what order should the topics be presented to achieve desired objectives?

The initial training workshop should have a logical progression from beginning to end. Most programs reserve 'risky' topics which lead to role play and self disclosure until near the end of the training program.

3. How should topics be presented? What activities will help participants achieve desired objectives?

Consider a diverse range of learning techniques: lectures, readings, role plays, panels, videotape feedback, homework, checklists, audiotapes, and discussion questions. Representatives from the Office of Citizen Involvement or Volunteer Services and Continuing Education can offer advice for your training plan.

To help with these questions, review the training guides selected from three different programs. Look at the topics included in their initial training, the order in which they sequence these topics, and the activities they use.

Directions

Divide the three training guides among the members of your group, with each person reading only one. They are from:

1. Niagra County Child Maltreatment Project
   Begins on page 19
2. SCAN of Spokane
   Begins on page 23
3. Michigan State Department of Social Services
   Begins on page 33

Keep in mind the three questions we are trying to answer: (Which topics? Order of presentation? Which learning activities?). Use the "Notesheet" to jot down pertinent information.

1. Then come back together as a group to decide which of your training objectives you want to include in your initial training. To do this, go through your Training Objectives and put a check next to those you want to include in initial (as opposed to ongoing) training.
2. Next, number the objectives, indicating the approximate order in which you want to present them.
3. For each training topic you will include in the initial training, write down activity ideas or resources (films, materials). Do this on the "Organizing The Training Design Output" page.

Training Of Volunteers

from

The Family and Children's Service of Niagara Falls, NY, Inc.
Niagara County Child Maltreatment Project

Training Of Volunteers

Each volunteer is required to participate in 6-8 weekly training sessions, each lasting two hours, before working with clients. The sessions are conducted by a clinical psychologist in conjunction with the coordinator of the Child Abuse Project. The first meeting provides an orientation to the new volunteers in terms of the role of the Visiting Friend, what to expect, and what is required. One or more active volunteers (i.e., those who have completed training and are working with clients) attend the orientation meeting to provide a firsthand description of "what it's really like." In addition, they provide case illustrations and help to answer questions. They have also helped to stress the relevance of the training, which is best appreciated when it is put to use. The next two meetings focus on logical consequences and pragmatic behavior modification. This relatively didactic topic allows the group to become cohesive before undertaking topics requiring role play and positive and negative feedback. In a lecture/discussion format basic learning principles, including objective observations, effective uses of (logical) consequences, specificity, shaping, modeling, contracting, and response cost, are elaborated. Numerous illustrations and reaction from the participants enliven the meetings. Although the volunteers are not encouraged to offer direct advice to their clients, they report that this training helps give them some perspective in talking with clients, makes them more aware of the importance of objective observations (also praise, encouragement, etc.) and allows an occasional obvious suggestion to be made when it is requested.

At least two meetings focus on "active listening" and communication skills. The emphasis here is on listening objectively to what the other person is saying, understanding what he is communicating, and expressing this understanding without interpretation. Active listening is taught in three stages. The first is a listening exercise in which the psychologist role plays a variety of client statements (Appendix C). A deliberate effort has been made to include value-laden content, such as welfare, abortion, child abuse, etc. Trainees face the challenge of decoding these messages without making judgments and interpretations. Much discussion and feedback evolve as the volunteers share their answers. The second stage involves a demonstration of verbal and nonverbal clues to indicate interest in and attention to what is being said without actually expressing or reflecting an understanding of what was said. Trainees become sensitive to the powerful effect of "shutting up and listening." In the third stage, trainees are taught to express an awareness of what has been said, e.g., "It sounds as though you feel . . ." They practice this skill by writing active listening responses to the role play exercises in stage 1, role playing their responses, and getting feedback from other group members. The advantage of a non-directive approach that leaves choice and responsibility largely with the client is stressed.

Following active listening, one or two sessions are devoted to an in-depth examination of the Visiting Friend's role. Volunteers are confronted with choices such as how much time they can spend, the quality of the relationship, and how to deal with crises.

Some assertiveness principles are taught and practiced to help volunteers limit time that is spent, and to say "no" when necessary. Volunteers are generally discouraged from acting as babysitters, handy persons, or chauffeurs, although exceptions are occasionally made. They are encouraged to use phone contact or visits to the client's homes and to avoid inviting clients to their home. The rule of thumb is to decide upon and to enforce realistic limits initially and to relax them later at the volunteer's discretion. The importance of realistic expectations of what the volunteer can do and how much her client will change is strongly emphasized. Clarifying these issues in her own mind should help the volunteer give a clearer explanation to the client of the objectives of their relationship.

Dealing with crises entails one of two approaches: making a referral, or working directly with the client. By this time volunteers are well aware that they are not expected to be therapists and to respect realistic limits on the quantity and quality of help they offer. On the other hand, clients may turn to the Visiting Friend more easily than to an agency. The crisis intervention model is briefly discussed and community service agencies are reviewed so that the volunteer can help her clients utilize available resources appropriately. In practice volunteers have frequently acted as advocates for their clients; nevertheless, they are encouraged to help clients do as much as possible for themselves. During the examination of the volunteer's role, her responsiblity to protect and to respect the confidentiality of her client is discussed and the New York State Child Abuse Law is reviewed.

At this point, training is officially finished and clients are assigned to the volunteers, who now join the other active Visiting Friends in weekly supervisory meetings. Many of the issues around the roles of the Visiting Friend that emerge in training are routinely re-examined, such as her feelings of futility in the face of client's life crises, decisions whether or not to do certain things for or with the client, etc. In addition, representatives from community agencies are often invited to meetings to provide a more in-depth picture of how to effectively refer to the agency. Hopefully, this also helps the agencies become better acquainted with the Visiting Friends Program.

Active Listening Role Play

1. Sometimes I get so made at my kids I just feel like I can't control my temper.
   Content — angry, out of control
2. That kid reminds me so much of his father. That really makes me furious.
   Content — resents resemblance to father
   Inappropriate — "That's funny, I think he looks more like you."
3. I can't do anything with these kids. Sometimes I just feel like not even trying.
   Content — discouraged, frustrated with self, kids
   Inappropriate — "Well, gee, I think your kids are just great."

4. The baby is always crying and wants something from me.
   Content – fed up with baby, resents demands
   Inappropriate – "Well, gee, all babies cry, I guess yours are no different."

5. I thought my baby was going to love me, but she cries so much I know she doesn't love me.
   Content – disappointed, discouraged
   Inappropriate – "Well, that's silly, babies are too little to show they love you."

6. My kid is so bad – I just can't figure out what I'm doing wrong. I feel so guilty sometimes.
   Content – blames self for kid's behavior, guilty

7. How can I stop my kid from lying?
   Content – stumped, wants to stop lying
   Inappropriate – "Punish him whenever he lies."

8. It's okay for him – he just comes on weekends and has a good time with the kids. I have to discipline them – they think I'm the bad guy.
   Content – feels like the heavy with children, resents ex-husband

9. I really wish I could get away from the kids sometimes, but my husband refuses to watch the children.
   Content – frustrated, trapped, disappointed

10. So he's stealing at school, what am I supposed to do?
    Content – helpless, indifferent

11. Why should I work? I've got medicaid, food stamps, and our rent is paid.
    Content – satisfied with things as they are.

Training Program for SCAN Volunteers

Developed and Conducted
Cooperatively
by

The Human Services Department
Spokane Falls Community College
The Suspected Child Abuse And Neglect Center Of Spokane
(SCAN)

Training Staff:

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Fall 1978
SCAN Training Schedule

Session I	Monday	September 18	6:45 p.m. to 9:45 p.m.
Session II	Monday	September 25	6:45 p.m. to 9:45 p.m.
Session III	Monday	October 2	6:45 p.m. to 9:45 p.m.
Session IV	Monday	October 9	6:45 p.m. to 9:45 p.m.
Session V	Monday	October 16	6:45 p.m. to 9:45 p.m.
Session VI	Monday	October 23	6:45 p.m. to 9:45 p.m.
Session VII	Monday	October 30	6:45 p.m. to 9:45 p.m.
Session VIII	Monday	November 6	6:45 p.m. to 9:45 p.m.
Session IX	Monday	November 13	6:45 p.m. to 9:45 p.m.
Session X	Monday	November 20	6:45 p.m. to 9:45 p.m.

Unless otherwise designated, classes will meet in room 104 in the Vocational Arts Building (Building 1600) on the campus of Spokane Falls Community College.

The ten training sessions are designed to help prepare you to serve effectively as a volunteer at the Spokane Child Abuse and Neglect Center (SCAN)

Upon completion of the training program, you will have the opportunity to help in some capacity within the SCAN organization. Many volunteers actually become a "helping friend" to a family that needs a *friend*. Others assist in the speakers bureau, or in other ways.

We know that you have many questions and concerns. During these ten sessions we will do our best to answer those questions and provide training that will help you be successful as a SCAN volunteer.

SCAN is a highly successful "service delivery" agency. We are proud of the accomplishments of SCAN and we are very proud of the major contributions that SCAN volunteers have made.

We are very pleased that you have chosen to give of yourself to help others through SCAN. Welcome! We hope you will find the training experience enjoyable, educational, and beneficial. You may even find that some of the training experiences prove to be valuable to you within your own family.

Thank you for joining us. We look forward to seeing you at 6:45 p.m. on Monday, September 18.

Session II*
September 25

I. A SCAN volunteer, currently working with a family, will talk with you about the job of the SCAN volunteer; what it is really like to work with a SCAN family.

II. One of the most important aspects of being "helpful" is the ability to develop and maintain open communication with people.

A communications model: People often say, "It was a breakdown in communications!"

What is a "breakdown in communications"?
When does it occur?
How can you help to avoid these breakdowns?

Linda and Suzie will demonstrate some examples of good communications, poor communications, and breakdowns in communication.

III. Coffee Break

IV. Open Discussion

V. Film: "Children in Peril" (MP444)

VI. Handouts . . . Parenting Skills: "Competence and Responsiblity"
How to develop feelings of competence and responsibility in children
"A Fairytale"

Session III
October 2, 1978

I. Visitation to Spokane County Juvenile Court, W. 1208 Mallon.

A very important aspect of the SCAN volunteer is to be aware of community services available to families. A number of SCAN families have had contact with Juvenile Court. This visitation will provide you with an understanding of what happens to children and parents when they come in contact with Juvenile Court.

*Session I not available.

II. Visitation to the Mental Health Center, S. 107 Division.

We will tour the Mental Health Building and explain the services that are available for children and families. An opportunity will be provided for questions and discussion so that you will know how to help your SCAN family use the services of the Mental Health Center.

(You will be given additional information regarding these two visitations)

Session IV
October 9, 1978

I. Film: "Rock-a-Bye-Baby," (MP 332)

The film emphasizes the importance of a warm, nurturing environment for children. It also shows what happens to children who fail to receive the warmth and love of caring parents.

II. The normal physiological development of children; Ms. Suzie Kuznetz, Public Health Nurse

. . . the normal physical development of children
. . . the needs of children
. . . needs of parents
. . . what happens to children when physical needs are not met

III. Coffee Break

IV. The "Denver Development Scale"

Children develop certain behaviors and skills as they grow. The scale shows the "normal range" for a number of behaviors and skills. It shows at what age a child should have acquired certain skills and behaviors.

V. Linda: Basic Human Needs . . . a presentation and discussion

We all have basic needs. A.H. Maslow has described *what* those needs are, and *how* we attempt to meet those needs. What needs are being expressed by a family which needs a SCAN volunteer?

VI. Handouts . . . Parenting Skills: "The Parent-Child Relationship"
"Guilt by the Bucketfuls"

Session V
October 16, 1978

I. Film: "Productivity and the Self-Fulfilling Prophecy." (MP453)

We *expect* certain things of ourselves. We *expect* certain things of other people. Very often, if we expect someone to succeed, he will! As a SCAN volunteer you can expect to help the SCAN family. You also expect certain things of that family. How can you, as a SCAN volunteer, have your expectations work *for* you and *for* your SCAN family?

II. Open Discussion

III. Coffee Break

IV. A profile of child abuse and neglect

A. What kinds of things contribute to instability in the home; things that can lead to child abuse or neglect?

What kind of adults abuse or neglect children?

How do adults abuse or neglect children?

How do adults become abusing parents?

What can *you* do to help "break the cycle" of abuse and neglect?

B. The "profile" also explores the concepts of independence and responsibility.

A major task of the SCAN volunteer is to help the SCAN family become more *independent* and more *responsible*. How do people (of *all* ages) learn to be more independent and responsible? How can you help your SCAN family to become more independent and responsible? What does it mean to be more independent and responsible? How do children (and adults) develop independence and responsiblity?

V. Handouts . . . Parenting Skills: "Recognizing Children's Feelings"
"The Abused Child Primer"

Session VI
October 23, 1978

I. Child Protective Services (CPS)

Mr. Bob Doty, Director of Child Protective Services, or his representative will meet with us to discuss the services, purposes, and operation of Child Protective Services.

Child Abuse and Neglect cases are handled through Child Protective Services. What happens to children and adults when Child Protective Services enters their lives? What are the differences between the services offered by Child Protective Services and the SCAN Center? What should you do, as a SCAN volunteer, if Child Protective Services is working with your SCAN family? How can SCAN volunteers and CPS cooperate most effectively for the benefit of your SCAN family?

II. Coffee Break

III. Linda: Discussion Session

How can the SCAN volunteer help a family cope effectively with problems? For many families, the problems of daily living are overwhelming! They may feel that they have no control over their lives. The changes and the complexities of living in our society are just too difficult! What can you do to help?

IV. Our changing and complex social environment may contribute to problems. The film, "Future Shock," (MP 192) should help you to understand how our society may be contributing to family instability, abuse, and neglect. It may help you find ways to overcome some of these disruptive effects.

V. Handout . . . Parenting Skills: "Sharing Yourself"

Session VII
October 30, 1978

I. Working effectively in a group:

This session gives SCAN volunteers an opportunity to actually experience and analyze the way they function in a group setting. Some people work well in a group and help the group accomplish its tasks. Others hinder the progress of the

group. This experience allows you to develop better ways to function more effectively in a group setting.

"The Desert Crash" — an experience in decision making within a group.

What is the best way for a group to accompish its task?

How can you be most effective in helping a group to deal with problems and reach good decisions?

How can everyone be *heard,* and still have the group accomplish its tasks?

II. "Strengths and limitations of decision making methods"
Decisions are made by . . .

an authority, or
an expert, or
by "Me," or
by voting, or
by averaging, or
by consensus.

What methods work best?

III. Coffee Break

IV. "Just In Case You Think You're Normal"

This audio tape by Dr. Murray Banks explains the necessary and basic ingredients for a "well adjusted" personality. He talks about the ways in which we can cope and live most happily and effectively in this complex world.

V. Open discussion: Now that we are slightly over half-way finished with our training sessions, what questions are in your mind? What would you like to talk about?

Handouts . . . Parenting Skills: "Communicating Love and Acceptance"
"Excerpts from Welfare Letters"

Session VIII
November 6, 1978

I. There are many resources and agencies available in the Spokane area to help families. We have invited several people to meet with us to talk about services that may be of use to your SCAN family.

624-2277 Information and Referral Services — Ms. Sue Kentopp
455-5510 Spokane Public Schools — Mr. Dick Jones
624-3271 Planned Parenthood — Ms. Floye Barland
Parents Anonymous

II. Coffee Break

III. Working in groups

We have explored a number of aspects of communicating such as active listening, two-way communication, expressing yourself, and really trying to understand what the other person is saying and feeling.

This experience provides you with an opportunity to find out what it is like to be deprived of the opportunity to communicate within a group setting.

If a group, like a family group, is to accomplish its goals, good communication must exist.

IV. 5 Squares Exercise

The "Johari Window"... how to improve our interpersonal relationships with others . . . how we can be more "open" and "accepting" of ourselves and others.

V. Handouts . . . Parenting Skills: "Discipline"
"How to Get Your Child to Listen to You!"
"How to Listen to Your Child"

Session IX
November 13, 1978

I. Prejudice! Our prejudices, our biases, and our values have an effect on us and the people around us. What prejudices do you have that might interfere in your relationships with others? How can we recognize our prejudices? What can we do about those prejudices?

Film: "Bill Cosby on Prejudices"

Mr. Skip Rowland; "How our biases and prejudices get in the way of developing and maintaining good interpersonal relationships."

II. Law, Ethics, Confidentiality, and rights to privacy . . . as these matters affect you, as a SCAN volunteer

Mr. Dave Lundean
Ms. Linda Sepa
Dr. Larry Karlson

III. Film: "Adapting to Parenthood," (MP 498)

This film presents a number of new parents talking about their initial problems in caring for their babies. The first days and weeks after birth are very important because those first parent-infant interactions have a tremendous influence on the parent-child relationship; feelings, attitudes, and behaviors. It is often possible to identify problem areas, during those first contacts, that indicate possible abuse or neglect.

Discussion

V. Handouts ... Parenting Skills: "Solving Conflicts"

Session X
November 20, 1978

I. Our last session!

As we near the conclusion of our brief training program, SCAN volunteers are beginning to really wonder whether they are ready to be of help to a SCAN family. The answer is yes!

Being a helping friend is a difficult job and we all continually strive to learn more and do a better job. However, you are ready Now! There will always be questions and doubts. But the most important thing is to remember that regardless of how much "schooling" you have (and "schooling" will help), much of your effectiveness depends upon what kind of a person you are, whether you really care about your SCAN family, and whether you are really willing to give something of yourself to help someone else.

Today we want to take a look at *you*, what is really *important* to you, and what you value. What do you value? People? Things?

Often we *say* we value something (i.e. the feelings of other people) and then we will do things that hurt other people's feelings. What values do you *say* you have? What values do you live by? Are your *stated values* and the *values you live by* the same?

An experience: "Clarification of Personal Values"
"How We Select Our Values"
"A Values Auction"

An understanding of your *value system* should help you to be more effective with your SCAN family . . . their values may be quite different from yours. How can we be a helping friend to others if our values are quite different?

II. "A Wrap-Up With Dave, Linda, and Suzie"

Dave Lundean, Linda Sepa and Suzie Kuznetz will be talking with you about the SCAN program, answering your questions, and talking about: "Where do we go from here."

III. Film: "You Pack Your Own Chute," (MP 208)

To finish up the training, you will have the opportunity to see this film. It emphasizes the importance of being honest with ourselves, accepting our strengths and limitations, and accepting responsiblity for our feelings, attitudes, and behaviors . . . a beautiful way to conclude our training program.

IV. Graduation!

Presentation of "Certificate of Completion"

Coordinator's Guide To Conducting Training Sessions

Michigan State Department of Social Services
Division of Protective Services

from
Model Design And Training Manual For A Parent Aide Program

Compiled by:

Beverly Kapelle
Virginia Scott
Sue Western

DSS Manual No. 60 (7/76)

Coordinator's Guide To Conducting Training Sessions

The success of parent aide programs seems to have direct correlation with the training provided for the volunteers. In keeping with the principles of volunteerism, this training should provide challenge, opportunity for growth and development and increased self-awareness. The training should lay a solid foundation for the parent aide to become a knowledgeable, competent part of a team attempting to help an abusive or neglectful family.

In laying out this training module, we considered the basic knowledge, skills and attitudes important to the parent aide and tried to incorporate them into the eight sessions. We tried to develop a natural progression and built in several learning methods such as role playing, group discussion and films, as well as lecture. The training will be about 2½ hours per session for a total of 20 hours. The module is, of course, only a guide for the coordinator, who should feel free to present material, films, speakers, etc., which seem most pertinent to her. It could also be adapted to use in three 6½ hour all-day workshops.

The following is a guide for the coordinator to use in connection with the session outline:

Session I — Orientation

What is Child Abuse and Neglect? How Can You Help?

A. Welcome and introduction of staff by coordinator.

B. Dynamics of Abuse and Neglect. Speaker. (All speakers should have a clear idea of what topics you would like to have discussed.) SCAN Speech Outline from Grand Rapids may provide helpful information to speaker. This speech should include Helfer's W.A.R. Cycle; discussion of parents with "potential," "special child," and crisis; definitions of child abuse and neglect.

C. How large a problem? DSS-PS should be able to provide you with current statistics.

D. How can a parent aide help? (This is a good lead-in to the next session.) Stress that the parent aide does not need to know all about child abuse and neglect; does not need to be an "expert." Her chief role is that of a friend and her chief asset will be what she already has — an ability to form a friend relationship.

E. Homework is suggested after each session. There will be a need to digest information, and interest should be stimulated until the next session. We suggest some time be spent at the beginning of each session for discussion, questions and answers. A file folder, containing pertinent information which will not be covered in the sessions, should be distributed at this first meeting. At each session add appropriate homework materials.

Session II — Treatment Methods — The Parent Aide Program

A. Discussion of past session.
B. What can be done to help? A good source for information concerning treatment methods is the Helfer tapes, "Self-Instructional Course on Child Abuse and Neglect," which discusses how to break into the W.A.R. Cycle, at which point and with what treatment.
C. The description of the Parent Aide Program should include requirements of attitudes, parenting skills, etc., plus specifics such as time commitments, reporting, conferences with coordinator/caseworker, mileage reports, cost records, in-service training, etc. One important aspect to discuss is that the volunteers are not expected to become professional therapists, but this training is to help them develop knowledge and skills necessary to develop the friend relationship with their family.
D. Film — *Children in Peril.* This can be borrowed from the Sheriff's Department. (The films suggested should never be shown without sufficient time for proper introduction and follow-up discussion.)
E. Self-Awareness — This film may have stimulated strong feelings, particularly anger and compassion. Encourage open discussion, ownership of feelings and development of helping attitudes.
F. Homework — Hand out articles on treatment of families such as "Visiting Friends," by Frank Barry, Cooperative Extension, New York, State.

Session III — Role Of Protective Services

Speaker from P.S.
A. Discussion of past sessions.
B. Slide presentation by Nanci Burns made in Kalamazoo. (ten minutes.) (Available from WMU — School of Social Work.)
C. Discussion of confidentiality requirement.
D. Speaker — Encourage the PS worker to use case examples, describe what happens when a report is filed. (After developing experienced parent aides, it would be good to include them as speakers for either Session II or with the PS worker in Session III.)
E. Self-Awareness — Volunteers may be having fears of inadequacy.
F. Homework — Child Development Stages and "Dads and Discipline," plus reading from *Parent Effectiveness Training* (P.E.T.) or *Parents Are Teachers.*

Session IV — Child Development Discipline And Parenting Skills

Speaker from Child Guidance Clinic

A. Discussion of past sessions.
B. Speaker
C. Volunteers will come to this session with their own personal experiences as background. This will be a good time for group involvement and a good time to be alert for clues as to personal qualifications with regard to flexibility, warmth, acceptance, etc.
D. Stress again the parent aide role of friend to parent, not concentration on children in family. Child development skills may prove helpful to parent aide later in the relationship as she can help the mother accept her child as a child.
E. Homework — Hand out of Child Protection Law, P.A. 238.

Session V — The Child Protection Law And Juvenile Court

Speaker from Juvenile Court.

A. Discussion of past sessions.
B. Speaker. (Make sure the speaker for this session is able to be a good model for an accepting, non-punitive attitude.) Questions for speaker to be prepared to answer:
   1. What are legal implications for parent aides regarding reporting and confidentiality?
   2. What is the court procedure?
   3. What are possible legal outcomes; e.g., foster care, mandated counseling, criminal proceedings, termination of parental rights, mandated cooperation with DSS-PS, etc.?
   4. What happens to 90% who never go to court?
   5. What do parents go through personally when they have to go to court; i.e., added family strain, bitterness, fear, relief, etc?
   6. What are the parents' rights and what are the children's rights?
C. Film — *Fragile, Handle with Care.* (Independent Order of Foresters: Available by Request to DSS)
D. Discussion of dynamics shown in film, methods of treatment and feeling reactions.
E. Homework — "How to Drive Your Child Sane," by Dr. Haim Ginott.

Session VI — Listening Workshop

A. Discussion of past sessions.
B. The Gatekeepers workshop is a 2½ hour session designed to teach listening skills

using role playing methods. Gerry Renuart, Director of Gatekeepers is at the Mental Health Board Offices, 130 North Park Street, Kalamazoo, Michigan. The telephone number is 345-8501.

C. Homework — "Roadblocks to Effective Communication" and "Feeling Helpers — Feeling Stoppers."

Session VII — Community Resources: Consumerism

Speakers

A. Discussion of past sessions.
B. Speakers from appropriate agencies. (Should be able to discuss their programs as they apply to potentially abusive or neglectful families.) Suggested agencies are: SCAN speaker representing hospitals, Family and Children Services and Continuing Education for Young Women.
C. Speaker from Kalamazoo Cooperative Extension Service on Consumerism. (Discussion geared to how to help isolated individuals guard against "rip-offs," and helping the parent aides see problems faced by their client families.)
D. Handout — *Community Resources Directory*. Kalamazoo Public Library. Cost: $1.75 per copy.

Session VIII — Empathy Training

A. Trainer may be available from Gryphon Place Help-Line to explain their service and help with role playing exercises. Suggested situations to prepare parent aide for actual assignment to a client family:
   1. It's your first contact with the family, which is hostile and suspicious.
   2. The family has just told you of their lay-away of $400 in Christmas toys. You feel it is an inappropriate amount and know the family cannot afford costly toys.
   3. You are visiting with the mother when a child breaks a toy and the mother begins to abuse the child.
   4. Your relationship has been going well, but now the father has become angry and jealous of your "interference."
   5. You are at a party and someone wants to know specifics of what you do and with whom as a parent aide.
   6. Your client has a visit from her mother which is terribly upsetting. The client wants you to tell her mother to leave her alone.
   7. Your client's child is in the room trying to get your attention; you want to focus your attention on the mother.
   8. Your client has asked you to loan her $5.00.
B. Handout — Parent aide policy and agency requirement.
C. Discussion and evaluation of overall training.
D. Set up times for individual appointments and case assignments.

Parent Aide Training

Training sessions will be held on _____ (Date and Day of Week) _____

from _____ (Time) _____ at the _____ (Address) _____

_____. Telephone: _____.

Session I	(Date)	Orientation. What Is Child Abuse And Neglect? How Can You Help?
	Speaker:	William Bristol, M.D.
Session II	(Date)	Treatment Methods. The Parent Aide Program.
	Film:	*Children in Peril*
Session III	(Date)	Role Of Protective Services.
	Slide Show:	By Nanci Burns, 1976, WMU School of Social Work
	Speaker:	DSS-PS Supervisor, Jim Beougher
Session IV	(Date)	Child Development, Discipline And Parenting Skills.
	Speaker:	Child Guidance Clinic, Beth McShane
Session V	(Date)	The Child Protection Law And Juvenile Court
	Speaker:	Michael denOtter
	Film:	*Fragile, Handle with Care*
Session VI	(Date)	Listening Workshop — Gatekeepers
Session VII	(Date)	Community Resources And Consumerism
	Speakers:	SCAN, Family and Children Services, Continuing Education for Young Women and Kalamazoo County Cooperative Extension Service
Session VIII	(Date)	Empathy Training And Final Wrap-Up Of Training
	Leader:	Gryphon Place Help-Line Trainer

NOTESHEET

_____

Name of Program

Topics Included in Initial Training in Order of Presentation:

Activity Ideas or Resources:

Organizing The Training Design Output

Training Objectives	Activity Ideas	Resources

Activity Making And Critique

"The medium is the message."
Marshall McLuan

Discussion

Designing activities for the volunteer training sessions can be very challenging. So many 'first time' workshop conductors shy away from designing their own activities and bring in outside consultants to do virtually all of the training. Sometimes outside consultants do have something special to offer. However, designing your own activities does have many advantages:

1. you have more control over what is presented;
2. you can vary the format of the activities to enhance the learning of participants; and
3. you can revise more easily. Outside consultants may not want to revise their material or styles of presentation.

To help you get a sense of the activity design process, you will be given one fully designed activity. It is complete with topic, format, outcome, directions, and debriefing. You will participate in this activity and critique it. Then, you will be given four incomplete activities which have only topic and format. Working in pairs, you will complete these activities.

Directions

1. Group Activity. Choose one person in your group as leader. Give this person the Empathy exercises. Have this person lead you through the activity. Answer the Activity Critique questions when you are finished.
2. As a group, revise the Empathy exercise. Write your ideas, corrections and suggestions on the exercise itself.
3. Then pair up and select one or two of the other activities to complete (there are four of them: Avoiding Parenting Crises; The Difficulty Of The Helping Role; Values; and Discipline Alternatives). For each of these activities, write an Outcome, Direction and Debriefing.
4. Come back together as a group and try out at least one of your activities. If time permits, go through each of them. The activity developers should be ready to revise their activities.

Topic: Empathy

Format: Skit

Outcome: At the completion of this activity you will have more empathy for abusive parents.

Leader's Directions

Choose one person at random from your group. Give this person the envelope containing the selection "Individualized Instruction" and tell them they have three minutes to read it and to prepare to present it to the group. (See Participant's Guide)

After 3 minutes, ask the person to present immediately. The presentation has no time limit. When the presentation is completed, turn to the Debriefing discussion.

Debriefing Discussion — Empathy

Questions:

1. Did the presenter assess the learning needs of the group (i.e., a verbal needs assessment)?
2. Did the presenter use a variety of teaching techniques (i.e., letting some participants read the selection, while others discussed it)?

Discussion

If your presenter was typical, she presented the Individualized Instruction material to you without applying any of its principles. This is because, although many of us have read about individualized instruction and know it is good, we teach the way we have been taught. This is especially true during times of stress when we revert to our 'back-up' style. The presenter was placed in a stressful situation by not having enough time to prepare a presentation. Blake and Mouton, two researchers, came up with a tool for determining a person's leadership style. This instrument measured whether a person was primarily a task-oriented leader or a people-oriented leader. Each person had a 'back-up' style, however. The back-up style was something that the leader would revert to when worried, scared, pressured. It usually was less productive than the 'leadership style.'

Many abusive parents are often in 'the same boat' as your presenter. They have not had emotionally satisfying childhoods, and many of them also may live in relatively stressful circumstances. Although they may have heard of alternate parenting techniques, they can't use them as effectively as they would like to. They use their less productive, less healthy 'back-up' styles all of the time. We all use our own 'back-up' styles of parenting at times.

What is your 'back-up' parenting style?

- nagging?
- withdrawal?
- threatening?

We all have them. We need three things to move from our 'back-up' styles to more productive styles of parenting:

1. information (what are other ways to interact with children?);
2. reduction of stress — so we can remember to apply our new learning; and
3. confidence — in ourselves as people — as well as the confidence we gain through successful practice.

In what ways can you work with parents to help them move from their 'back-up' styles of parenting to more healthy styles?

Activity Critique — Empathy

1. Did this activity achieve its outcome?
   How could it be modified to do this better?

2. Were the directions clear?
   How might you reword them to make them clearer?

3. Was this activity an efficient way to achieve this outcome? (i.e., did you have to go through too much rigamarole to learn something?)
   How might you redesign it to make it more succinct (i.e., learn more with less effort)

Directions

After dividing into pairs, each pair should fully develop this activity using the 'raw material' on the next page and writing an outcome, directions, and debriefing (questions or discussion or both).

Topic: Avoiding Parenting Crises

Format: Homework

Outcome:

Directions:

Debriefing:

Revision Notes:

"Raw Material"

Topic: Avoiding Parenting Crises

Format: Homework

One way to avoid parenting crises in the future is to understand what precipitated them today, i.e., When did things fall apart?

Was anyone hungry? Tired?

Was it inside the house? or out?

Was I upset about anything else? (money? friends?)

Were there other people around? (friends? strangers?)

Did I give this child ten minutes of my uninterrupted attention in the last hour?

Had I been 'on his/her back' about anything?

Have I done anything for myself today? (bubble bath, sit in the sun, exercise)

Did I refrain from:

- ☐ hitting
- ☐ scaring
- ☐ threatening
- ☐ making child feel bad about him/herself?
- ☐ allowing child to hurt him/herself?

Directions

Using the Raw Materials, complete this activity.

Topic: Discipline Alternatives

Format: Worksheet

Outcome:

Directions:

Debriefing:

Revision Notes:

Raw Material

Topic: Discipline Alternatives

Format: Worksheet

Discipline Situations

Situation: Your child has been late for supper for three days in a row.

Situation: Your toddler has just run out into the street. You are very concerned and angry.

Situation: Your 4 year old embarrasses you by wetting his pants in public.

Situation: Your child is using any situation to 'bait' you and make you angry.

Situation: Your child is taking money from other children at school.

Situation: Your child won't clean up his/her room and tends to 'trash' the rest of the house.

Sitation: Your child provokes siblings into fights.

Situation: Your child has a friend who is a bad influence on him/her.

Raw Material

Discipline Alternatives

Reinforcement Theory:

Reinforce positive behaviors; whenever possible ignore negative or undesirable behaviors. At first, reinforce even small steps toward improvement. Reinforce all positive behavior at first, then reinforce it at intervals — intermittently.

Natural Consequences:

Rely on natural consequences to change your child's behavior. If she/he does not do homework do not intervene, but let the child experience the consequences from the school.

Impersonal Rules:

"May I go barefoot today?" the child asks. Parent replies, "Look at the thermometer. if it is above 70°F. — barefoot, if it is below 70° — shoes."

Time Out:

If the child is having difficulty in controlling behavior, he can be isolated from others for brief periods of time. The child should have the option to return when he/she is in control.

No Lose Method

If the child and the parent disagree, both try to come up with solution which would be acceptable to both of them. Share your own feelings and concerns and let the child express hers/his.

Adjust Own Expectations:

Many children are not old enough mentally or emotionally to live up to some parent's expectations. For instance, the child feels peer pressure to have a small amount of 'spending money' each day; however, he/she 'blows' his/her entire allowance on same day he/she receives it and is caught 'pilfering' loose change at home. Solution: Divide the allowance up into 7 parts and give the child one part daily. The child is not old enough to plan his/her own budget yet.

Express Caring

Many times children 'act out' to get the attention (and caring) of their parents. Time spent building a relationship with the child each day becomes important.

Directions

Using the Raw Materials, complete this activity.

Topic: Values

Format: Checklist

Outcome:

Directions:

Debriefing:

Revision Notes:

Raw Material

Topic: Values

Format: Checklist

All people are alike in two ways. First, none entirely conform to the rules of society or to their own rules of desirable conduct. We each have our private fears and angers which keep us from 'fitting in.' We might be overly jealous of our spouse, overly concerned about the impression we make on others, or overly competitive. These areas become our 'crazy patches.'

The other way we resemble each other is that we are generally not very sympathetic toward people who have the same 'crazy patches' as we have. We have a hard time helping a person who has a trait we don't particularly like in ourselves. We have a particularly hard time when we are very unaccepting of our antisocial inclinations and behaviors and then we see other people acting them out (i.e., 'telling people off,' sexually acting out).

As those in a helping role, we must be sensitive to which people we can feel good about helping and which we can't. Nobody can help everybody!

Use this value checklist to help you determine which types of people you do *not* feel comfortable helping.

Raw Material

I would feel less comfortable helping people who:

- ☐ lie
- ☐ drink
- ☐ use drugs
- ☐ are sexually promiscuous
- ☐ assertive
- ☐ are manipulative
- ☐ are lazy
- ☐ are prejudiced
- ☐ are dirty
- ☐ act cowardly
- ☐ act stupid
- ☐ act mean
- ☐ act shy
- ☐ act sneaky
- ☐ are grossly overweight
- ☐ extremely religious
- ☐ are exploitive
- ☐ are self-denigrating
- ☐ have a lot of talents which they don't develop
- ☐ are out-going
- ☐ are selfish
- ☐ are insensitive
- ☐ act childish
- ☐ too verbal
- ☐ don't try
- ☐ are seductive
- ☐ try to make a good impression

Directions

Using the Raw Materials, complete this activity.

Topic: The Difficulty of the Helping Role

Format: Role Plays

Outcome:

Directions:

Debriefing:

Revision Notes:

Raw Material

Topic: The Difficulty of the Helping Role

Format: Role Plays

Parent

You are being somewhat inconsistent in your discipline of your child. A friend of yours has some suggestions she thinks will help. You decide to ask her advice. During the course of your conversation you realize that she has discussed her concerns about you with another of your friends.

Friend of Parent

You notice that a friend of yours is being quite inconsistent and negative with her child. You have suggestons you think would help. Discuss 'positive reinforcement' with her. (Before you decided to bring up this matter with your friend, you wanted to corroborate your perceptions so you briefly discussed your concerns with a mutual friend.)

Parent

The school counselor has just called you to set up an appointment about your son. She is concerned about his behavior. You know he is bored with school this year and you don't think he has a very good teacher.

School Counselor

You have had complaints from two teachers about the destructive behavior of this young boy. He picks fights with younger children and has been defacing textbooks. You are concerned and want to help. You will suggest some short term counseling for the boy. The difficulty of helping is someone else's agenda. The middle person.

Include Copies Of Your Completed Activities In Your Program Blueprint Book

Scheduling

"To Everything there is a Season and a Time for every purpose under heaven."

Book of Ecclesiastes

Discussion

There are many ways to schedule the initial training. The format should reflect your type of program. SCAN of Arkansas schedules a two-day overnight retreat, which they believe builds team spirit and commitment. Family Outreach of Corpus Christi has training one morning a week for twelve weeks. Family Focus has 24 hours of training spread out over a two-week period (depending on schedules of trainers and participants).

Each type of scheduling offers its own benefits and drawbacks. The retreat format, for instance, builds strong group cohesiveness but runs the risk of overwhelming the participants with too much information and too many strong feelings. Training that is scheduled weekly, as Family Focus of Corpus Christi does over longer periods of time, gives participants the chance to assimilate new material, but runs the risk of losing volunteers who are anxious to 'get to work.'

After choosing a scheduling format, strictly adhere to this format and accompany the format with policies which promote a feeling of consistency and professionalism among staff and volunteers. Scheduling policies might include minimum amounts of training required to function as a volunteer, make-up work; etc.

Directions

As a group, read the scheduling problems and possible solutions on the next page and then write your own schedule and scheduling/attendance policies. Note: Parent aides should receive inservice training at least once a month, so you may want to include mention of this in your policies.

Training

Scheduling Problem	Possible Solution
1. Lag time between recruitment and training (losing volunteers)	1.a. Call back volunteers and let them know you are 'still there.' Put them to work, if possible — i.e., transporting children, office work. 1.b. Have self-study kits ready so that people can begin training on their own.
2. Volunteer comes in and says "I have an advanced degree in counseling; do I have to attend sessions?"	2.a. Require training sessions anyway (some programs require attendance at a minimum of 75% of all sessions). 2.b. Interview and give them 'credit' for what they already know.
3. Sporadic attendance interferes with goal of team building.	3.a. Schedule a retreat training session. 3.b. Avoid scheduling training around Christmas, Thanksgiving, right before school starts, right after it lets out. 3.c. Require attendance.
4. Training is scheduled for 3 hours a week over a long period of time. Volunteers beginning to drop out.	4.a. Put volunteers to work using the skill they already have while they are in training. 4.b. To build group cohesiveness, have the same trainer begin each of the sessions before you bring in resource persons for that day.

Initial Workshop Schedule

Scheduling/Attendance Policies

What About Me?

"Anything worth waiting for is worth having now."

From All To Society

Discussion

Protective Services staff members who develop volunteer programs say they need a wide range of new skills and information:

- individual supervision
- facilitating group discussions
- designing and conducting workshops
- public speaking
- exploring funding alternatives
- ability to model appropriate behaviors for volunteers

The chance to develop new skills is one of the pleasures of beginning a new program. A number of resources are available to Protective Services staff in each region which include: workshops offered to supervisors, special workshops conducted by the Continuing Education Bureau (CEB), consultation with staff of the Office of Citizen Involvement or Volunteer Services, and books and printed materials available through CEB.

Directions

As a group, develop a plan for meeting your own learning needs. Place it high on your list of priorities. Perhaps one member of the group could be responsible for your inservice training. She should schedule a training session once a month and would be responsible for evaluating the training and using the evaluation data to plan future training sessions. Write your plan on the next page.

Staff Training Program: (Tentative List Of Topics, Tentative Schedule, Person(s) In Charge Of Our Training)

Dessert

"I do not seek. I find."
Pablo Picasso

Discussion

Those who have conducted volunteer training programs over the years have many 'tips' which might be helpful for those starting out. If we read their accounts (while seeking other information) we often stumble across these helpful ideas. Once found, they should be shared.

Directions

This module or training was indeed a 'heavy meal.' For dessert, browse through the 15 Tips For Training.

15 Tips For Training

1. One of the motivational factors for volunteers is personal growth — make the training meaty; do not dilute it too much.
2. Ongoing training is a must. Some programs make use of the regular training events which are available through DHR. Volunteers may be encouraged to plan their own inservice training in cooperation with DHR staff. They can assess needs, schedule times and invite presenters.
3. All training should be evaluated. Evaluation instruments should be brief and to the point. One side of one page is best. Participants could rate various presentations as 'Not Helpful,' 'Helpful,' 'Very Helpful.' There should be a section for comments or suggestions. Feedback received should be used to design future sessions.
4. Keep in mind the training environments. Hot, uncomfortable rooms are not conducive to learning. The environment should fit the objectives. For instance, if one objective for a session is 'team building' you may want to meet in a volunteer's home. If you are having a presentation on a serious professional issue such as confidentiality, then a more formal environment would be better.

5. Whenever possible give participants the goals for a session in advance. People like to know where they are going and when they have gotten there.
6. Many resources are availble. Make use of them. *Child Abuse and Neglect Audiovisual Materials* may be obtained through the Resource Center on Child Abuse and Neglect at the University of Texas at Austin. CEB will be familiar with many materials.
7. Keep a limit (upper and lower) on the size of your group. You need a large enough group to have exchange of ideas and small enough number to build a cohesive group. 8-12 is a good range.
8. Use the training as a further screening device. It is very difficult to dislodge an unsuitable volunteer once she/he has a case. Use role play and written exercises to assess the suitability of a prospective volunteer. Let it be known that some of the trainees will work with families and others will have different jobs.
9. Make sure your training enhances the skills, knowledge and attitudes of volunteers. To learn a skill, remember that repeated exposure must be followed by practice and feedback. Do not plan only lectures, but include a variety of activities.
10. Do not conduct an emotionally-laden activity without ample time to debrief. Trainees can become 'blown out' without a chance to process and share what they are experiencing.
11. End training on a high point. Have a graduation ceremoney or a party.
12. If you expect trainees to share personal insights, concerns or feelings, the trainer must 'model' this by first sharing about him/herself. Participants resent unilateral exposure.
13. Many professionals in the community would gladly volunteer their time to present a training session. Make sure they know about the objectives of the session and what you expect of them. Send them a letter confirming time, place, and an outline of what you expect from them. The day before the session, call and remind them. Have alternate activities planned. Inevitably you will have some 'no shows.'
14. Be very selective about who, besides trainees, you allow into your sessions. You may disrupt the trustbuilding and interfere with the cohesiveness of the group. At times, you may decide to invite important others, such as members from other units (Intake, especially) or a program director.
15. Plan activities for desensitizing new volunteers to the different and sometimes distressing living conditions and family interactions they will encounter.

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Module 6

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